

ACCOMMODATIONS AND ACCESSIBILITY FEATURES FOR STUDENTS WITH DISABILITIES

RICAS and NGSA ⚡ January 27, 2021

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AGENDA

- **Accommodations Webinar Series**
- **Essential Documents and Resources**
 - *RISAP Accommodations and Accessibility Features Manual*
 - Training for state assessments
- **Including Students in State Assessments**
- **How to Select Test Supports**
- **Accessibility Features**
- **Accommodations**

ESSENTIAL DOCUMENTS & RESOURCES

WWW.RIDE.RI.GOV/ACCOMMODATIONS

- **All state assessments:**
 - *RISAP Test Coordinator Handbook*
 - *RISAP Accommodations and Accessibility Features Manual*
- **www.ride.ri.gov:**
 - /accommodations
 - /assessment-manuals
 - /assessment-training

ACCOMMODATIONS WEBINAR SERIES

REGISTRATION AND RECORDINGS AT: WWW.RIDE.RI.GOV/ACCOMMODATIONS

| Date | Test | Topic |
|---------------|-------------|--|
| | PSAT/SAT | Implementation and Accommodations Webinar |
| | All | Accommodations Webinar 2A: Accommodations for EL Students |
| | PSAT/SAT | Accommodations and Supports Webinar |
| | RICAS, NGSA | Accommodations Webinar 3A: Accommodations for RICAS and NGSA |
| | All | Q&A: Test administration and accommodations questions welcome. |
| Feb 11, 2021 | All | Accommodations Webinar 2B: Accommodations for EL Students |
| Mar. 18, 2021 | RICAS, NGSA | Accommodations Webinar 3B: Accommodations for RICAS and NGSA |
| Apr. 15, 2021 | All | Q&A: Test administration and accommodations questions welcome. |

TRAINING FOR STATE ASSESSMENTS

TEST COORDINATORS: REQUIRED TRAINING

| State Assessment | Dates |
|---|---|
| Accommodations Webinar (RICAS and NGSA) | <u>January 27 (10:00 – 11:00AM)</u> |
| General State Policies Overview | Option 1: <u>February 2 (1:00 – 2:00PM)</u> Option 2: <u>February 9 (1:00 – 2:00PM)</u> |
| DLM | Option 1: <u>February 4 (1:00 – 2:30PM)</u> Option 2: <u>February 9 (2:00 – 3:30PM)</u> |
| SAT and PSAT 10 | <i>On Following Slide</i> |
| RICAS | Option 1: <u>February 2 (2:00 – 3:30PM)</u> Option 2: <u>February 10 (1:00 – 2:30PM)</u> |
| NGSA | Option 1: <u>February 3 (1:00 – 2:30PM)</u> Option 2: <u>February 11 (1:00 – 2:30PM)</u> |

TRAINING FOR STATE ASSESSMENTS: PSAT 10 AND SAT SCHOOL DAY

TEST COORDINATORS: REQUIRED TRAINING

- Part 1: Overview of digital testing
 - Session 1: March 16 (10 – 10:30AM)
 - Session 2: March 24 (10 – 10:30AM)
- Part 2: Hands-on digital workshop (via Zoom)
 - Session 1: March 16 (10:30 - Noon)
 - Session 2: March 24 (10:30 - Noon)
- **Both** parts are required for test coordinators.
 - This training will take the place of the online modules. Test Coordinators will not need to complete the online modules if they attend these sessions.
 - Webinars will be recorded and posted at www.ride.ri.gov/assessment-training.

WHO CAN BE A TEST ADMINISTRATOR?

RISAP TEST COORDINATOR HANDBOOK, PAGE 10

Role of the Test Administrator

- Attend training sessions
- Reading all test administration materials
- Follow all test security procedures; including the cell phone policy
- Signing the test security documents
- Actively supervise the test administration
- Administer the test with any required accommodations

Who can serve as a test administrator?

- Individuals employed by the LEA as teachers
- LEA and school-level administrators
- Long-term substitutes
- School psychologists, school social workers, librarians, guidance counselors, speech pathologists, etc., who hold certificates
- Teachers who hold provisional certificates.

WHO CAN BE A PROCTOR?

RISAP TEST COORDINATOR HANDBOOK, PAGE 10

- **Role of a Proctor**
 - Assist the test administrator in monitoring a test session.
 - Proctors can assist with administering tests involving accommodations. The test administrator needs to be in the same room with the proctor.
- **The following individuals may serve as proctors**
 - Individuals employed by the LEAs, including student teachers.

INCLUDING STUDENTS IN STATE ASSESSMENTS

Participation Requirements: RISAP Test Coordinator Handbook, page 15

PARTICIPATION REQUIREMENTS

- **2019-20 Cancellation of State Assessments**
 - Students **will not** make up last year's state assessments.
 - Students will take the state assessments for their current grade level (2020-21).
- **Current Grade Level** is the grade level indicated in the Enrollment Census.
 - Student data, including grade level and IEP status, come from the LEA. RIDE cannot change any student information.
 - If any student data is incorrect, the LEA must fix it. RIDE cannot change any student information.
 - If a student takes a test at the wrong grade level, the test scores may be invalidated the school will not receive credit for participation for this student.

PARTICIPATION REQUIREMENTS

| | Alternate Assessments for Students with Significant Cognitive Disabilities | | | General Education Assessments | | | | | |
|--------------|--|-----------------------------|-----------------|-------------------------------|------|---------------------|-------------------------------|-------------------------------------|--|
| Grade Tested | English language proficiency: Alt. ACCESS for ELs | ELA and Mathematics: DLM | Science: DLM | ACCESS 2.0 for ELs | NAEP | Science: RI NGSA | ELA and Mathematics: RICAS | Reading and Mathematics: PSAT™10 | Reading (including essay) and Mathematics SAT® School Day |
| Kindergarten | | | | K | | | | | |
| 1 | 1 | | | 1 | | | | | |
| 2 | 2 | | | 2 | | | | | |
| 3 | 3 | 3 | | 3 | | | 3 | | |
| 4 | 4 | 4 | | 4 | 4 | | 4 | | |
| 5 | 5 | 5 | 5 | 5 | | 5 | 5 | | |
| 6 | 6 | 6 | | 6 | | | 6 | | |
| 7 | 7 | 7 | | 7 | | | 7 | | |
| 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | | |
| 9 | 9 | | | 9 | | | | | |
| 10 | 10 | | | 10 | | | | 10 | |
| 11 | 11 | 11 | 11 | 11 | | 11 | | | 11 |
| 12 | 12 | | | 12 | 12 | | | | |

PARTICIPATION REQUIREMENTS FOR MLL/EL STUDENTS

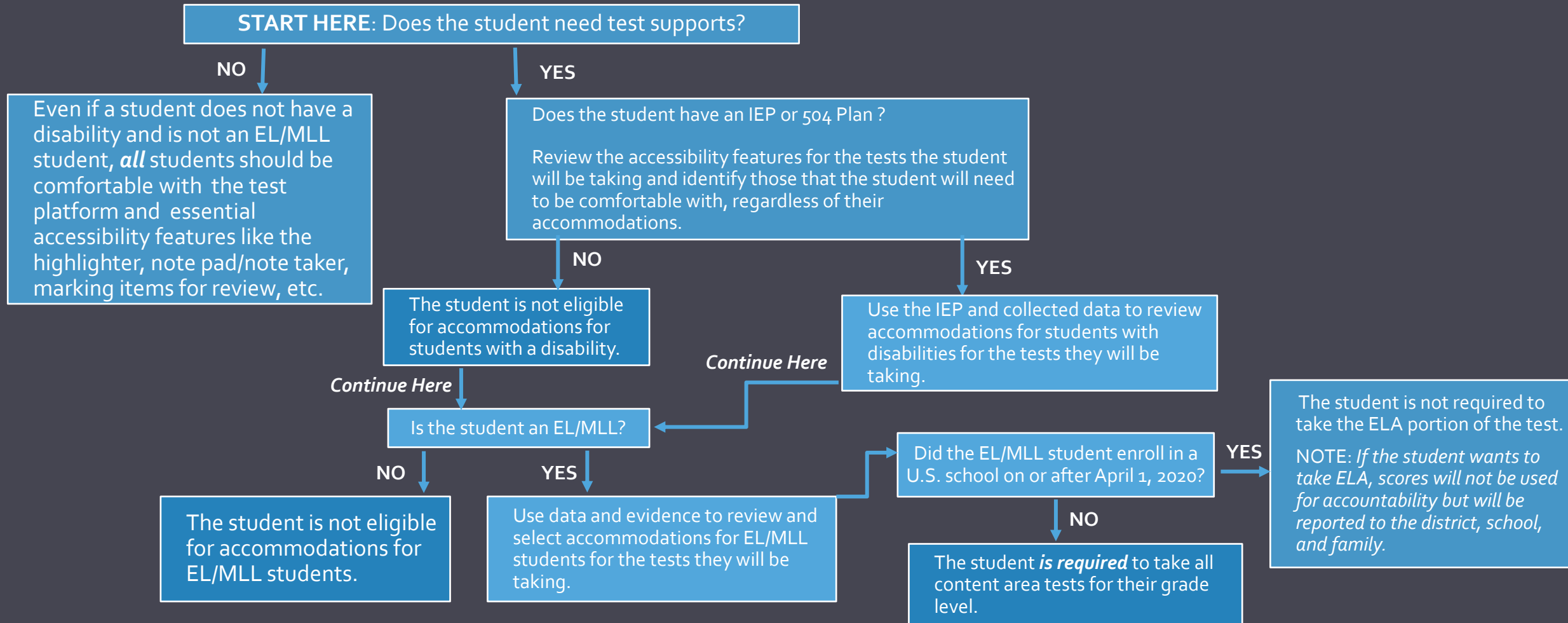
RISAP TEST COORDINATOR HANDBOOK, PAGE 16-17

- Federal and state laws require all MLL/EL students be assessed each year to measure their proficiency in reading, writing, listening, and speaking English, as well as their progress in the tested content areas. This means:

| | ACCESS for ELs (ACCESS or Alternate ACCESS for ELs) | ELA Test (PSAT 10, SAT, RICAS, or DLM) | Mathematics Test (PSAT 10, SAT, RICAS, or DLM) | Science Test (NGSA or DLM) |
|-------------------------|--|--|--|--------------------------------------|
| First Year EL students* | Required | <i>Not Required</i> | Required | Required |
| All other EL students | Required | Required | Required | Required |

* First-Year MLL/EL students are those who enrolled in U.S. schools *after* April 1, 2020

TEST SUPPORTS



HOW TO SELECT ACCOMMODATIONS

STATE POLICY FOR CLASSROOM AND ASSESSMENT ACCOMMODATIONS

- Only students with a 504 Plan or IEP
- Any accommodation selected *must* be included in the 504 or IEP
- Accommodations *must* address the diagnosed disability(ies) and the challenges that disability presents the student
- Educators should be able to provide a rationale and evidence as to why an accommodation was selected and what challenges that accommodation is expected to address.
- Student should be using the accommodation(s) throughout the year.

ACCOMMODATION VS. MODIFICATION

Accommodations do not change:

- the content of instruction;
- the expectations for learning;
- the requirements of the task.

Accommodations do change:

- parts of the instruction and/or test in a way that promotes student access and/or independence during instruction and testing.

Modifications do change:

- the expectations for learning; and
- the requirements of the task usually by reducing what the student is expected to learn.

THINKING ABOUT ACCOMMODATIONS

- Less can be better
- Learning curve should be expected
- What will help the student access instruction and assessments but not restrict their independence?
- Student independence should increase every year.

EVIDENCE AND DATA MUST DRIVE SELECTION OF ACCOMMODATIONS

- Some possible sources of data would include answers to these questions:
 - What are the student's present levels of academic achievement and functional performance?
 - What are the student's strengths?
 - What are the student's specific learning goals?
 - Which academic or social behaviors interfere with the student's learning?
 - Which modalities (e.g., visual, auditory) work best?
 - Review past and current accommodations. What has and has not worked well? Why?
 - Will the student use the accommodation?
 - How will the accommodation be evaluated to determine whether it is effective?

HOW TO SELECT AN ACCOMMODATION

Before the IEP team can select an accommodation to help a student meet their learning goals, they must first identify the barrier (area of need) affecting the student's academic performance.

Each accommodation should be directly related to the area of need and be clearly connected to the evidence and data presented in the IEP and the accommodations that are recommended.

Area of Need

Evidence/Data

Accommodation

ACCESSIBILITY FEATURES

These test features are available to any student, regardless of their MLL/EL and/or IEP status.

ACCESSIBILITY FEATURES FOR ALL STUDENTS BY TEST

| Accessibility Features: for any student, regardless of EL or disability status | RICAS | | NGSA |
|--|------------|-------------|----------------|
| | <i>ELA</i> | <i>Math</i> | <i>Science</i> |
| Adaptive furniture or lighting | Y | Y | Y |
| Answer Eliminator or pencil to eliminate answer choices | Y | Y | Y |
| Answer Masking or Masking Using Blank Card | Y | Y | Y |
| Auditory Supports (noise buffers, earbuds, headphones) | Y | Y | Y |
| Breaks or Frequent Supervised Breaks | Y | Y | Y |
| Calculators or Mathematics Tools | | | Y |
| Color Contrast | Y | Y | Y |
| Expandable Passages (only NGSA) | | | Y |
| Extended Time | Y | Y | Y |
| Familiar Test Administrator | Y | Y | Y |
| Highlighter | Y | Y | Y |
| Line Reader or Tracking Device/Straight Edge | Y | Y | Y |

ACCESSIBILITY FEATURES FOR ALL STUDENTS BY TEST

| Accessibility Features: for any student, regardless of EL or disability status | RICAS | | NGSA |
|--|-------------------|-------------|----------------|
| | <i>ELA</i> | <i>Math</i> | <i>Science</i> |
| Screen Magnification/Zoom tool | Y | Y | Y |
| Mark for Review or Bookmark/Item Flag or Place Marker | Y | Y | Y |
| Mouse Pointer (only for NGSA) | | | Y |
| Notepad or Scratch Paper | Y | Y | Y |
| One-to-one testing | Y | Y | Y |
| Preferential Seating | Y | Y | Y |
| Read Aloud Selected Words | Testing Violation | Y | Y |
| Read Aloud, Repeat, or Clarify General Test Instructions | Y | Y | Y |
| Student Reads Aloud to Self | Y | Y | Y |
| Redirect student's attention to the test | Y | Y | Y |

ACCESSIBILITY FEATURES FOR ALL STUDENTS BY TEST

| Accessibility Features: <i>for any student, regardless of EL or disability status</i> | RICAS | | NGSA |
|---|------------|-------------|----------------|
| | <i>ELA</i> | <i>Math</i> | <i>Science</i> |
| Testing in a separate location* | Y | Y | Y |
| Small Group Administration | Y | Y | Y |
| Specific Time of Day | Y | Y | Y |

*Within the school building.

STOP TESTING POLICY

- **Stop Testing Policy** If student is not responding to test questions after 15–20 minutes, test administrator may ask if student is finished. If so, collect the student's test materials. Student may sit quietly or be excused.
- **Accountability:**
 - Any test items the student answers will be scored.
 - Families will receive score reports.
 - Students will be counted as participants for state assessments (scores will be used for accountability purposes).

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

RICAS and NGSA

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

| Test Support | RICAS | | NGSA |
|---|-------|------|-----------------------|
| | ELA | Math | Science |
| AT/AAC Devices | Y | Y | Y |
| Braille Editions | Y | Y | Y |
| Braille Writer | Y | Y | Y |
| Calculators or Mathematics Tools | | Y* | Accessibility Feature |
| Paper Edition – Regular Font Size English | Y | Y | Y |
| Paper Edition – Regular Font Size Spanish | | Y | Y |
| Paper Edition – Large Print English | | Y | Y |
| Paper Edition – Large Print Spanish** | | Y | Y |
| Paper Edition – Braille | Y | Y | Y |
| Monitor Placement of Responses | Y | Y | Y |
| Read Aloud, Text-to-Speech, Recorded Audio, Screen Reader | Y* | Y | Y |

*Special Access Accommodation: ONLY for students who meet the criteria for this accommodation.

**For ELL/MLL students who have an IEP or 504 with paper test in Spanish identified as an accommodation.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

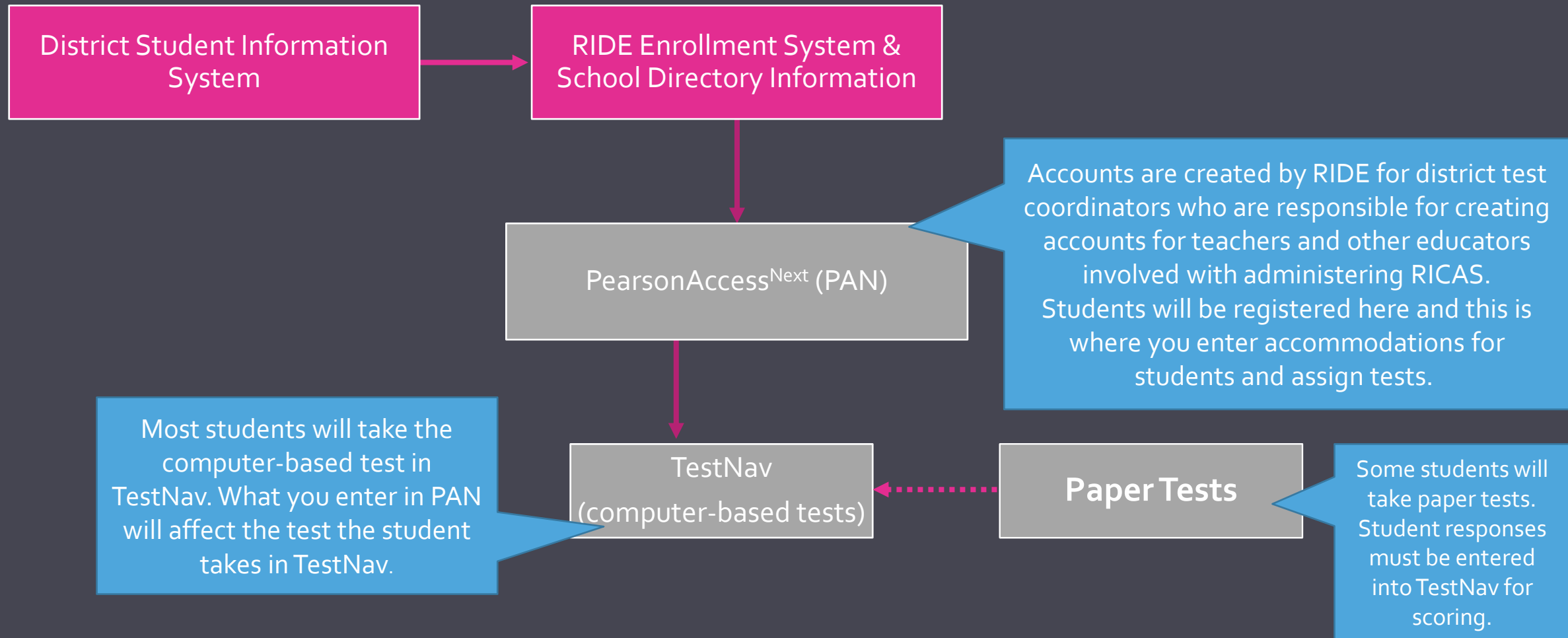
| Test Support | RICAS | | NGSA |
|--|-------|------|---------|
| | ELA | Math | Science |
| Graphic Organizers | Y | | |
| Sign Language Interpreter for General Test Directions | Y | Y | Y |
| Sign Language Interpreter for Reading Passages | Y* | Y | Y |
| Sign Language Interpreter for Test Questions | Y | Y | Y |
| Simplified Test Directions | | | Y |
| Speech-to-Text, Scribe, Dictates, or Records Responses | Y* | Y | Y |
| Spell-checker | Y* | | |
| Word Prediction | Y* | | |

**Special Access Accommodation: ONLY for students who meet the criteria for this accommodation.*

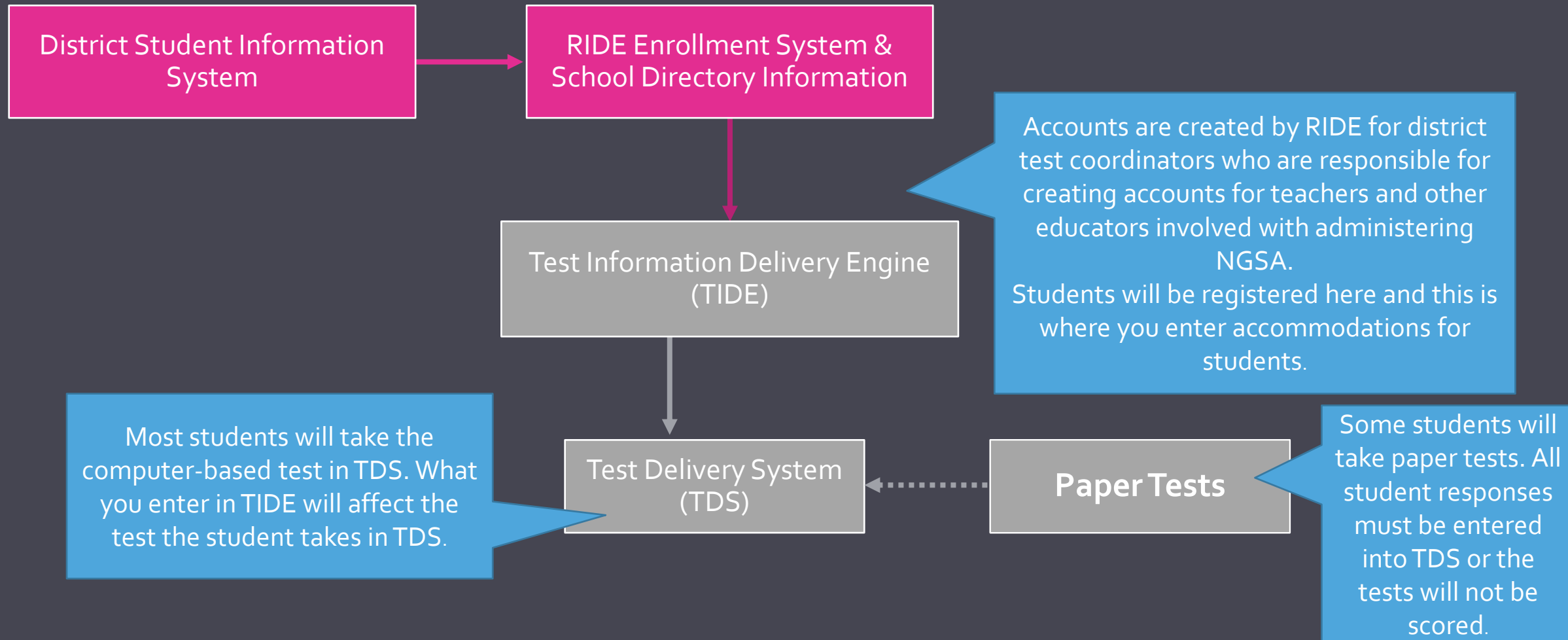
ACCOMMODATIONS FOR EL/MLL STUDENTS

| Test Support | RICAS | | NGSA |
|---|-------|------|---------|
| | ELA | Math | Science |
| Bilingual Word-to-Word Dictionaries or Glossaries | Y | Y | Y |
| Paper-based editions | Y | Y | Y |
| Translation of General Test Directions | Y | Y | Y |
| Read Aloud, repeat, or Clarify General Test Instructions (English) | Y | Y | Y |
| Read Aloud, repeat, or Clarify General Test Instructions in Student's Native Language | Y | Y | Y |
| Read Aloud (Human) or Text-to-Speech (Computer) (English) | | Y | Y |
| Read Aloud (Human) or Text-to-Speech (Computer) (Spanish) | | Y | Y |
| Spanish Edition (either paper edition or read aloud) | | Y | Y |

OVERVIEW OF RICAS



OVERVIEW OF NGSA



ASSISTIVE TECHNOLOGY (AT)

AAF MANUAL, PAGE 26

RICAS ASSISTIVE TECHNOLOGY GUIDELINES DOCUMENT

Compatible with TestNav

Compatible with TestNav: AT can be used on the same computer as TestNav

One Computer: Embedded in TestNav

Accessibility Features:

Magnification, color contrast, answer masking, line reader, calculator, Item flag/bookmarking, Notepad, Highlighter

Accommodations:

Text-to-speech*
Spell checker
Calculator* (non-calc session)

One Computer: Compatible with TestNav

Magnification:

ZoomText 2018; Fusion

Accommodations for...

Speech-to-text*^:

Co:Writer Universal and Read&Write

Word Prediction*^:

Co:Writer Universal and Read&Write

Screen Reader: JAWS; NVDA 2020.2; Fusion

Hardware-based Technology: alternate keyboards, mouse, etc.

Not Compatible with TestNav

AT needs to be run on an additional computer. The student needs two computers: one for TestNav and one for the AT.

Computer 1:

TestNav

Computer 2: Assistive Technology

Chrome and web extensions other than Co:Writer Universal and Read&Write

Other AT that is not listed in Guidelines

* *Special Access Accommodation:* ONLY for students who meet the criteria for this accommodation.

^ New for 2021: These accommodations have web extensions that can be downloaded and used with TestNav. See *RICAS Assistive Technology Guidelines* for step-by-step instructions.

BRAILLE

AAF MANUAL, PAGE 28

| Test Support | RICAS | | NGSA |
|------------------|-------|------|---------|
| | ELA | Math | Science |
| Braille Editions | Y | Y | Y |
| Braille Writer | Y | Y | Y |

- Braille Code:
 - NGSA: UEB and Nemeth
 - Contracted or Uncontracted are available
 - RICAS: UEB
- If testing on the computer:
 - NGSA: Proctor/test administrator must print tactile graphics on embosser or braille printer.
 - RICAS: Paper test must be ordered so student has access to tactile graphics and screen reader should be used along with braille reader.
- Possible additional accommodations for students taking braille editions of the test:
 - One-to-one setting
 - Scribe
 - Braille writer
 - Screen reader

PAPER EDITIONS FOR RICAS

| Test Support | RICAS | |
|---|-------|------|
| | ELA | Math |
| Paper Edition – Regular Font Size English | Y | Y |
| Paper Edition – Regular Font Size Spanish | | Y |
| Paper Edition – Large Print English | Y | Y |
| Paper Edition – Large Print Spanish | | Y |
| Paper Edition – Braille | Y | Y |

- Paper Editions are used in three situations:
 1. As an accommodation for a student with a disability
 2. As an accommodation for an EL/MLL student with a disability
 3. For homeschooled students who participate in the state assessments and who are not included in the student registration file.
- All student responses must be entered into TestNav or tests will not be scored.
 - Responses can be entered by the student or by the test administrator.
 - Responses must be entered **exactly** as the student wrote or indicated.
- Test Administrators who give the test in Spanish must be fluent in reading, writing, and speaking Spanish.
- Students may respond in Spanish. These responses must be typed exactly as the student wrote them, into TestNav.

PAPER EDITIONS FOR NGSA

AAF MANUAL, APPENDIX J

- Paper editions are used in two situations:
 1. As an accommodation for a student with a disability
 2. As an accommodation for an EL/MLL student with a disability
- All student responses for paper editions must be entered into NGSA's Data Entry Interface (DEI)
- *Spanish Paper Tests: Use "print-on-demand" for students who need to take a paper test in Spanish.
 - Students will need the following settings in TIDE: Print-On-Demand (embedded), Spanish version (embedded), Text magnification (if large print), Scribe (non-embedded), 1:1 administration (non-embedded).
 - The student would login normally and items would be printed individually.
 - The test administrator (scribe) then enters the student's responses into the TDS **exactly** as indicated by the student.
 - After testing, printed items should be **immediately** shredded since those pages are secure materials.

| Test Support | NGSA |
|---|---------|
| | Science |
| Paper Edition – Regular Font Size English | Y |
| Paper Edition – Regular Font Size Spanish | P* |
| Paper Edition – Large Print English | Y |
| Paper Edition – Large Print Spanish | P* |
| Paper Edition – Braille | Y |

SIGN LANGUAGE

AAF MANUAL: APPENDIX G

| Test Support | RICAS | | NGSA |
|---|-------|------|---------|
| | ELA | Math | Science |
| Sign Language Interpreter for General Test Directions | Y | Y | Y |
| Sign Language Interpreter for Reading Passages | Y | Y | Y |
| Sign Language Interpreter for Test Questions | Y | Y | Y |

- American Sign Language, Signed Exact English, or other sign system that the student uses are all allowable for RICAS and NGSA.
- Signers may review the tests in advance to identify any words they are unsure of signing or pronouncing and collaborate with another sign language expert to determine the correct sign and pronunciation to use. Any words that cannot be identified, the signer should advise the student and spell the word in question.
- Signers should use conceptually accurate signs, with or without simultaneous voicing, translating only the content that is presented.
- Signers must use facial expressions consistent with sign language delivery and must not use expressions that may be interpreted by the student as approval or disapproval of the student's answers.
- Signers must spell any words requested by the student during test administration.

READ ALOUD OPTIONS FOR STUDENTS WITH DISABILITIES

READ ALOUD OPTIONS

| Test Support | RICAS | | NGSA |
|---|-------|------|---------|
| | ELA | Math | Science |
| Read Aloud, Text-to-Speech, Screen Reader | Y | Y | Y |

- There are three levels of support available as a read aloud accommodation:
 1. The whole test can be read aloud (passages, items, and response options)
 2. Part of the test can be read aloud (only test items; only response options, etc.)
 3. Individual words can be read aloud. These words are requested by the student and the support is provided as the student needs it.
- These options can be provided in English or in Spanish for the math and science tests in one of the following ways to a student with a reading or language processing disability and/or who is an ELL/MLL student:
 - Options 1-3: A human reads aloud either the paper test or the computer-based test
 - Options 2-3: Embedded text-to-speech or screen reader is delivered from TestNav and/or TDS.
 - Read aloud guidance for NGSA is in Appendix K of the AAF Manual.
- Options 1-3: Can be provided in English for the RICAS ELA test ***only to students who meet a specific set of criteria.***

CRITERIA FOR RECEIVING A READ ALOUD FOR ELA

- Does the student meet one of the following conditions?
 1. Has blindness or a visual impairment. This means that the student:
 - has not learned or cannot access text through Braille and
 - cannot access text through large print/enlarged text.
 2. Deafness or hearing impairment that severely limits or prevents the student from decoding text due to a documented history of early and prolonged language deprivation.
 3. A disability that severely limits or prevents the student from accessing printed text even after varied and repeated attempts to teach the student to do so (e.g., student is unable to decode printed text* or read fluently);

* The student is at the basal/foundational reading level. In other words, at the beginning stages of sound/symbol relationship, able to decode consonant-vowel-consonant words, and some high-frequency words.

ADDITIONALLY,

- IEP or 504 plan teams should also ensure that:
 - the student has access to printed text during routine instruction through a reader or other spoken-text audio format, or interpreter, *for all subjects for the majority of instructional time.*
 - the student's inability to decode printed text or read Braille is documented in evaluation summaries from locally-administered diagnostic assessments.
 - the student receives ongoing, intensive instruction and/or interventions in the foundational reading skills to continue to attain the important skill of independent reading.
- The distance between a student's current grade level and the grade level of their reading ability is not part of the criteria.
 - **Example:** 8th grade student reads at 2nd grade level does not meet criteria because of how "low" they are; consider what and how they can read.

RICAS ELA READ ALOUD

Remember the following:

- A very small number of students will be eligible for the RICAS ELA Read Aloud.
- **RICAS Math:** To receive a read aloud for the math test, the student must be a struggling reader, an MLL/EL student, or both.
 - The student may be one or more grade levels below their current grade level and/or, for MLL/EL students, still learning English.

ADMINISTERING A HUMAN READ ALOUD ACCOMMODATION

- All human read alouds must be done verbatim.
 - No translating
 - No explaining
 - No assistance of any kind may be provided to the student.
- RICAS and NGSA: Multiple students in one grade level may be tested together if they are in the same grade level and the read aloud is in the same language (English or Spanish). *This will work only for students taking the paper edition of the science test. It will not work for computer-based testing, nor for print-on-demand in Spanish.*
- Guidance on Providing Read Aloud Accommodations:
 - NGSA Read Aloud Guidance: Appendix K
 - RICAS Mathematics Read Aloud Guidance: Page 51
 - RICAS ELA Read Aloud Guidance: Page 63

SPELL CHECKER

RICAS ELA

SPELL CHECKER

AAF MANUAL, PAGE 67

- This accommodation is intended for a student who has a documented disability that severely limits or prevents them from spelling correctly, even after varied and repeated attempts to teach the student to do so, as documented by locally-administered diagnostic evaluations.
- The student must meet *all* of the following criteria:
 - be virtually unable to spell simple words (i.e., at the beginning stages of learning how to spell);
 - produces understandable written work only when provided this accommodation, which the student uses during routine instruction; and
 - receives ongoing intervention to learn the skill.

GRAPHIC ORGANIZERS

GRAPHIC ORGANIZERS

- **CAUTION:** This accommodation should not be given to every student with an IEP or 504 Plan simply because the teacher uses it as an instructional strategy for all students.
- Students who have this as an accommodation in their IEP or 504 Plan for state assessments should have a documented disability for which a graphic organizer provides support and access to the RICAS ELA test and without this accommodation, the student would not be able to access the test to their fullest ability.

GRAPHIC ORGANIZERS

AAF MANUAL, PAGE 38
GRAPHIC ORGANIZERS: WWW.RIDE.RI.GOV/ACCOMMODATIONS

| Test Support | RICAS | | NGSA |
|--------------------|-------|------|---------|
| | ELA | Math | Science |
| Graphic Organizers | Y | | |

- Graphic Organizers are not necessary for Math or NGSA.
- For students who have graphic organizers accommodation in their IEP/504 Plan for the RICAS ELA assessment:
 - Blank copies of the graphic organizer can be provided as handouts only to students who have this as an accommodation in their IEP/504 plan.
 - Graphic organizers can have items removed but not added.
 - If a student prefers a different graphic organizer, it can be used as long as there is no text.
 - One or two graphic organizers allowed during testing.
- Students without this as an accommodation must draw the graphic organizer on their own using blank paper.

WORD PREDICTION

WORD PREDICTION

AAF MANUAL, PAGE 70

The student may use embedded or external word prediction device that provides a bank of frequently or recently used words after the student keyboards the first few letters of a word.

The student must meet all of the following criteria in order to receive this accommodation:

1. have a disability or disabilities that severely limit or prevent them from recalling and processing language to write or keyboard written responses without the use of a word prediction device, application, or software; AND
2. can access written expression only through the use of word prediction software that they use routinely to generate written responses.

Written responses must be transcribed by the student or test administrator prior to the end of the testing window.

- Internet access must be turned off.

SPEECH-TO-TEXT AND SCRIBE ACCOMMODATIONS

SPEECH-TO-TEXT, SCRIBE, DICTATES, OR RECORDS RESPONSES ACCOMMODATIONS

AAF MANUAL, PAGES 60-66

- There are several ways accommodations for that students who need assistance with writing can be provided:
 1. Human Scribe
 - Can scribe responses into either a paper test booklet or into the online test platform directly.
 2. Speech-to-Text
 3. Responses are recorded on an external augmentative communications device (NOT a smart phone).
 4. For a student who is deaf or has a hearing impairment, signed responses are recorded on an external augmentative communications device (NOT a smart phone).

NOTE: Students who use a recording device or paper test booklet must have their responses transcribed into the online test platform.

RICAS ELA

AAF MANUAL, PAGE 63

- Scribe, text-to-speech, dictates, records responses, are all variations of the scribe accommodation.
- Special Access Accommodation for RICAS ELA. The student must meet one of these criteria to receive this accommodation:
 1. Has a language processing disability and requires the dictation of virtually all written responses to a scribe or an electronic speech-to-text conversion device to generate responses.
 2. Is unable to use their writing hand or arm at the time of testing due to a fracture, severe injury, or recovery from surgery.
 - Please do not use speech-to-text software to provide an Emergency Accommodation unless the student is familiar with the software and feels comfortable using it.
- **NOTE:** Students who use a recording device or paper test booklet must have their responses transcribed into the online test platform.

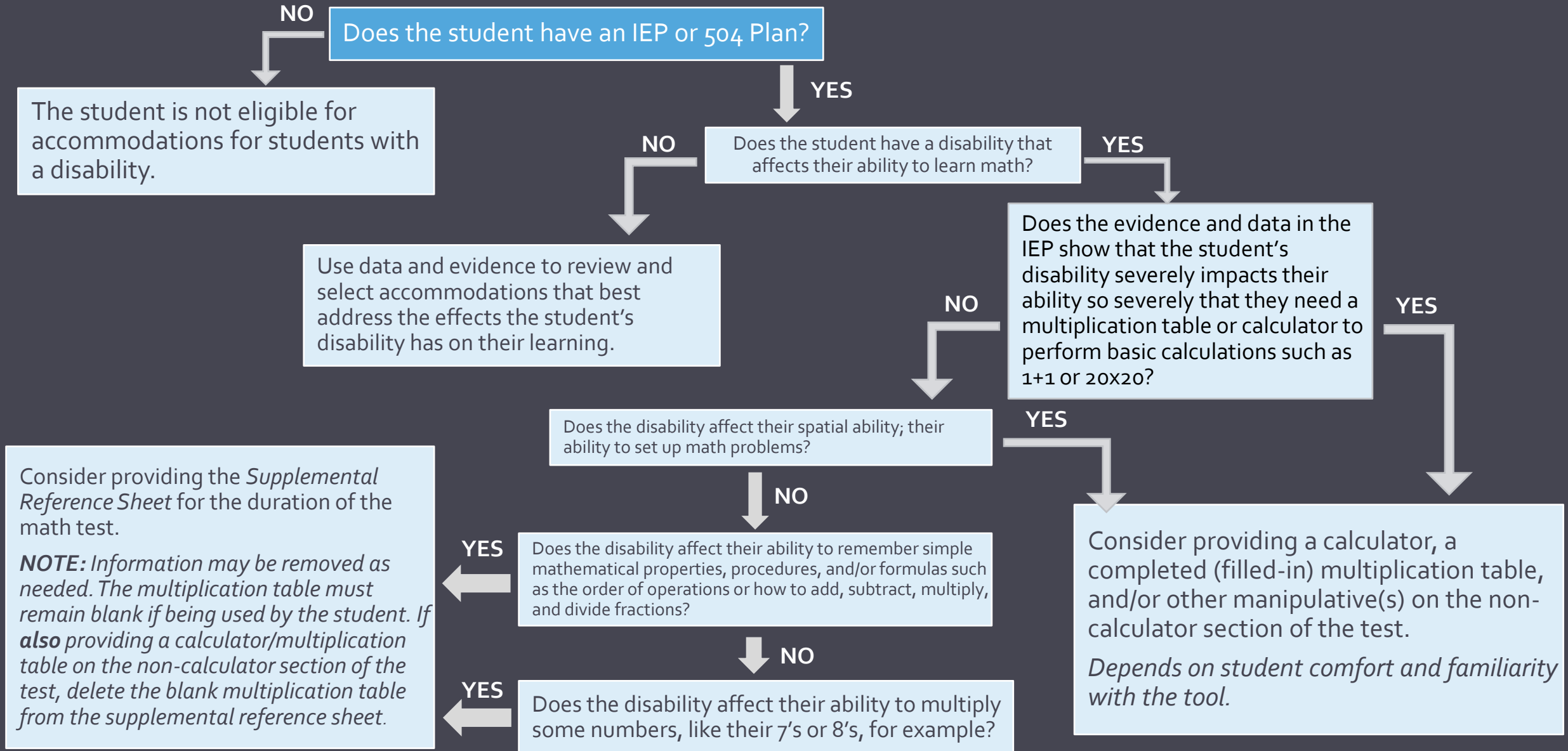
SCRIBE GUIDELINES

AAF MANUAL, APPENDIX J

- Qualifications for All Scribes:
 - Familiar with the student
 - Completed all test administrator training
 - Meet criteria for test administrator as outlined in the RISAP Test Coordinator Handbook.
- Preparation for All Scribes:
 - Review the procedures for scribing for the test they will be giving. Not all tests have the same procedures or requirements.
 - Review the test format in advance of administering the test.
 - Practice with the student *at least once* prior to the test session.

CALCULATORS AND REFERENCE SHEETS

CALCULATORS, MATHEMATICAL TOOLS, AND SUPPLEMENTAL REFERENCE SHEET



WHEN AN ACCOMMODATION BECOMES A MODIFICATION

- The calculator is an accommodation that can seem to be both an accommodation and modification.
- If a student is past the stages of learning calculation but needs this essential skill in order to access current material: a calculator then becomes a necessary accommodation in order to grant access without changing the content/ or what is expected of the actual math problem. The student should continue to receive specialized instruction in order to build their computation knowledge and bridge this gap.
- However, using the calculator on the non –calculator section the test does change the expectations.

GUIDANCE FOR USING THE SUPPLEMENTAL MATHEMATICS REFERENCE SHEETS

- Use during testing:
 - Use the Supplemental Reference Sheet in addition to the Standard Math Reference Sheet.
 - Per individual needs, items can be removed but NOT added.
 - If the student will use a multiplication table (Calculation Device/Mathematical Tools special access accommodation), use the multiplication table the student uses every day and delete the blank multiplication table from the Supplemental Reference Sheet.
 - If the student will use the multiplication table included on the Supplemental Reference Sheet, do not complete the multiplication table; it must remain blank.
 - The student must complete the blank table on their own, during testing. Once the student completes the multiplication table, they can use it for the duration of testing.

SCRIBE & EMERGENCY ACCOMMODATIONS

EMERGENCY ACCOMMODATION

AAF MANUAL, APPENDIX E

- Most commonly, the scribe accommodation is provided because the student injured their writing hand.
- Make sure that the emergency accommodation is practiced by the test administrator and the student **at least once** before testing. Use practice items and practice tests for this purpose.
- Emergency Accommodations Form in Appendix E.
 - Complete and provide copy to district office.
 - Do not send to RIDE.

UNIQUE ACCOMMODATIONS

UNIQUE ACCOMMODATIONS

AAF MANUAL, APPENDIX D

- This form is for any accommodation not covered in the AAF Manual.
- Complete the form and fax to 222-3605.
 - DO NOT EMAIL. This form will have private student information included on it.

IF A STUDENT REFUSES THEIR
ACCOMMODATIONS

IF A STUDENT REFUSES THEIR ACCOMMODATION

AAF MANUAL: APPENDIX C

- Each year, accommodations included in the student's IEP or 504 Plan should be reviewed and updated to ensure that the accommodations provide the intended access to the student.
- Accommodations increase access to the test. If a student won't use the accommodations, they will not receive any intended benefits from it.
- If a student refuses the accommodation(s) in their IEP, complete the Student Accommodation Refusal Form.
 - Reconvene the IEP Team to discuss the accommodation, why the student refused it, and to revise or remove the accommodation from the IEP or 504.